



IELA

Idaho English Language Assessment

2006

Overview of Scoring Guides

IELA examiners are expected to rate students' oral responses on the IELA Speaking Test (all forms) and on the Form A (Kindergarten) Listening Test. Since the rating must be done during the assessment, examiners must become familiar with the Scoring Guides printed in the Examiner Manuals.

Until the actual Examiner Manuals are received by the schools, the following samples will serve to introduce examiners to the types of Scoring Guides in the IELA. Note that none of the sample items in this Overview are actual test items that will appear on the 2006 IELA.

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Sample 1-Point Scoring Guides

1. **Examiner says:** *Number 1. I will say a sentence. I want you to say it after me.*

We read stories.

Scoring Guide

Score	Description
1	Student repeats the sentence “We read stories.”
0	Student repeats only part of the sentence correctly, answers in a language other than English, or gives an inappropriate response.
Blank	No response.

2. **Examiner reads aloud a brief story about a girl named Mary who goes to the grocery store with her mother, then says:** *Who went with Mary to the store?*

Scoring Guide

Score	Description
1	Student says “Mary’s mother” or “Mary’s mom” or “her mom” or “her mother” or “her parent” or gives another appropriate response using a correct possessive form.
0	Student gives an incorrect, incomplete, or inappropriate response, such as “mom” or “Mary mom.”
Blank	No response.

Sample 1-Point Scoring Guides

3. Examiner points to a picture of a boy playing basketball and says: *Number 3. Look at the picture. What is the boy doing?*

Scoring Guide

Score	Description
1	Student says “playing basketball,” “playing,” “throwing a ball,” “He is making a basket” or gives another appropriate response, using <i>-ing</i> form of the verb.
0	Student gives an incorrect or inappropriate response.
Blank	No response.

4. Examiner points to a picture of several watches and says: *Number 4. Look at the picture. What are these?*

Scoring Guide

Score	Description
1	Student says “watches” or gives an another appropriate response using a correct plural noun.
0	Student’s response is incorrect, or inappropriate.
Blank	No response.

Sample 2-Point Scoring Guide

5. **Examiner reads aloud a brief story, then says:** *Why was the boy sad at the beginning of the story? Please answer in a complete sentence.*

Scoring Guide

Score	Description
2	Student uses a complete sentence to correctly explain why the boy was sad at the beginning of the story.
1	Student responds partially to the prompt or answers with only a phrase, or gives a grammatically faulty response.
0	Student responds incorrectly or mostly in a language other than English.
Blank	No response.

Scoring Notes:

Sample 2-point responses:

- He was sad because he couldn't go to the baseball game.
- He wanted to go to the game.
- He wants to see the baseball game.

Sample 1-point responses:

- he want go the game
- sad because no go the partido
- is no go the game

Sample 4-Point Scoring Guide

6. **Examiner reads aloud a brief story, then says:** *Now tell me about the story in your own words. Be sure to tell me*

- *who or what was in the story,*
- *what they did, and*
- *what happened at the end of the story.*

Scoring Guide

Score	Description
4	<p>Student retells most of the story, using age-appropriate descriptive details. The events of the story are retold in reasonably correct order.</p> <p>The response fulfills most of the following criteria:</p> <ul style="list-style-type: none"> • Response is in complete sentences. • Speech is generally fluent, with few pauses. • Vocabulary is mostly appropriate to the task. • Pronunciation is intelligible and intonation generally follows English patterns. • Errors in grammar and sentence structure seldom interfere with meaning.
3	<p>Student retells the story, but response lacks some details, and some significant story details might be told out of order.</p> <p>The response fulfills most of the following criteria:</p> <ul style="list-style-type: none"> • Response is mostly in complete sentences. • Speech is moderately fluent with noticeable pauses. • Vocabulary is limited but adequate to convey desired meaning. • Pronunciation is usually intelligible, making requests for repetitions unnecessary. • Grammar and sentence structure are generally correct, but may contain a few errors that interfere with meaning.

Scoring Guide continued on the next page.

Sample 4-Point Scoring Guide

2	<p>Student attempts to retell the story. Response does not provide details and shows minimal sense of story sequence.</p> <p>The response fulfills the following criteria:</p> <ul style="list-style-type: none">• Response includes some complete sentences and some phrases.• Long pauses are common; substitution of gestures for words may occur.• Vocabulary is limited and some words are inaccurate and/or in a language other than English.• Pronunciation is sometimes unintelligible, making requests for repetitions necessary.• Grammar and sentence structure are simplistic and/or partially incorrect. Errors may interfere with meaning.
1	<p>Student shows minimal understanding of the story but attempts to recall parts of the story that he/she remembers. The response is mostly words or phrases rather than sentences, making it difficult to see a connection to the story.</p>
0	<p>Student tells about things that are not in the story or answers completely in a language other than English.</p>
Blank	<p>No response.</p>



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